

Teacher professional development: Targeted

Benefit-cost estimates updated June 2016. Literature review updated June 2014.

Current estimates replace old estimates. Numbers will change over time as a result of model inputs and monetization methods.

The WSIPP benefit-cost analysis examines, on an apples-to-apples basis, the monetary value of programs or policies to determine whether the benefits from the program exceed its costs. WSIPP's research approach to identifying evidence-based programs and policies has three main steps. First, we determine "what works" (and what does not work) to improve outcomes using a statistical technique called meta-analysis. Second, we calculate whether the benefits of a program exceed its costs. Third, we estimate the risk of investing in a program by testing the sensitivity of our results. For more detail on our methods, see our [Technical Documentation](#).

Program Description: Generally, professional development (PD) for K–12 teachers includes activities such as workshops, conferences, summer institutes, and time set aside during the school year for staff development. Targeted PD focuses on improving teaching in a particular content area (such as reading, math, and science) and/or a particular grade level. The specific types of PD evaluated and included in this meta-analysis are (in no particular order) Language Essentials for Teachers of Reading and Spelling (LETRS), Pacific Communities with High Performance in Literacy Development (Pacific CHILD), Cognitively Guided Instruction, Math & Science Partnerships (MSP), Teaching Science, Mathematics and Relevant Technologies (Teaching SMART), Discovery Model Schools Initiative, the Integrated Mathematics Assessment, Teaching Cases, and Metacognitive Analysis. Most forms of targeted PD include a summer institute in addition to training provided during the regular school year.

Benefit-Cost Summary Statistics Per Participant

Benefits to:

Taxpayers	\$2,031	Benefit to cost ratio	\$29.90
Participants	\$4,214	Benefits minus costs	\$7,641
Others	\$1,758	Chance the program will produce	
Indirect	(\$98)	benefits greater than the costs	78 %
<u>Total benefits</u>	<u>\$7,905</u>		
<u>Net program cost</u>	<u>(\$264)</u>		
Benefits minus cost	\$7,641		

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2015). The chance the benefits exceed the costs are derived from a Monte Carlo risk analysis. The details on this, as well as the economic discount rates and other relevant parameters are described in our [Technical Documentation](#).

Detailed Monetary Benefit Estimates Per Participant

Benefits from changes to:¹

Benefits to:

	Participants	Taxpayers	Others ²	Indirect ³	Total
Labor market earnings associated with test scores	\$4,324	\$1,964	\$1,912	\$0	\$8,200
Health care associated with educational attainment	(\$33)	\$119	(\$130)	\$60	\$16
Costs of higher education	(\$78)	(\$52)	(\$24)	(\$26)	(\$179)
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$132)	(\$132)
Totals	\$4,214	\$2,031	\$1,758	(\$98)	\$7,905

¹In addition to the outcomes measured in the meta-analysis table, WSIPP measures benefits and costs estimated from other outcomes associated with those reported in the evaluation literature. For example, empirical research demonstrates that high school graduation leads to reduced crime. These associated measures provide a more complete picture of the detailed costs and benefits of the program.

²"Others" includes benefits to people other than taxpayers and participants. Depending on the program, it could include reductions in crime victimization, the economic benefits from a more educated workforce, and the benefits from employer-paid health insurance.

³"Indirect benefits" includes estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

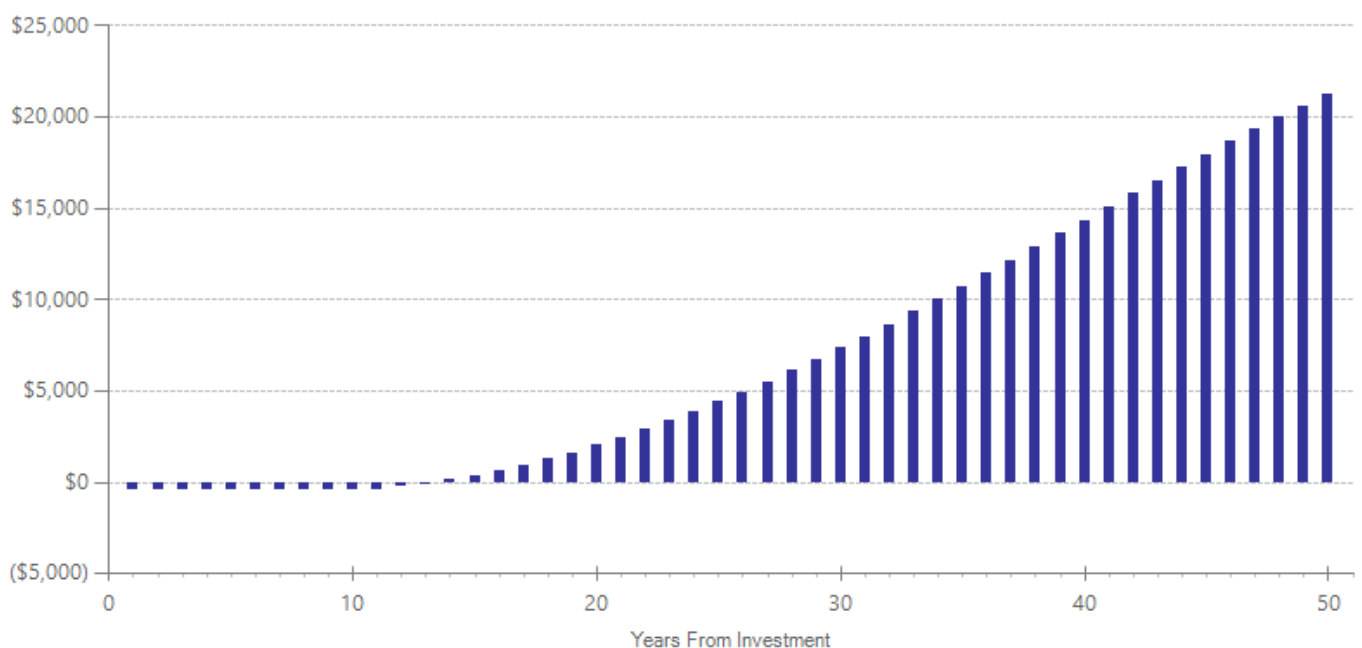
Detailed Annual Cost Estimates Per Participant

	Annual cost	Year dollars	Summary
Program costs	\$260	2013	Present value of net program costs (in 2015 dollars)
Comparison costs	\$0	2013	Cost range (+ or -)
			10 %

In the evaluations included in the meta-analysis, teachers received an average of 63 additional hours of targeted professional development (PD) in comparison with the usual amount of PD time. We calculated the value of PD time using average teacher salaries (including benefits) in Washington State as reported by the Office of Superintendent of Public Instruction. To calculate a per-student annual cost, we divided compensation costs by the number of students per classroom in Washington's prototypical schools formula and add per-student materials, supplies, and operating costs to account for the overhead (i.e. facility and administrative costs) associated with providing PD.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta-analysis. The cost range reported above reflects potential variation or uncertainty in the cost estimate; more detail can be found in our [Technical Documentation](#).

Detailed Annual Cost Estimates Per Participant



The graph above illustrates the estimated cumulative net benefits per-participant for the first fifty years beyond the initial investment in the program. We present these cash flows in non-discounted dollars to simplify the “break-even” point from a budgeting perspective. If the dollars are negative (bars below \$0 line), the cumulative benefits do not outweigh the cost of the program up to that point in time. The program breaks even when the dollars reach \$0. At this point, the total benefits to participants, taxpayers, and others, are equal to the cost of the program. If the dollars are above \$0, the benefits of the program exceed the initial investment.

Meta-Analysis of Program Effects										
Outcomes measured	No. of effect sizes	Treatment N	Adjusted effect sizes and standard errors used in the benefit-cost analysis						Unadjusted effect size (random effects model)	
			First time ES is estimated			Second time ES is estimated				
			ES	SE	Age	ES	SE	Age	ES	p-value
Test scores	14	11652	0.071	0.055	11	0.051	0.060	17	0.198	0.008

Meta-analysis is a statistical method to combine the results from separate studies on a program, policy, or topic in order to estimate its effect on an outcome. WSIPP systematically evaluates all credible evaluations we can locate on each topic. The outcomes measured are the types of program impacts that were measured in the research literature (for example, crime or educational attainment). Treatment N represents the total number of individuals or units in the treatment group across the included studies.

An effect size (ES) is a standard metric that summarizes the degree to which a program or policy affects a measured outcome. If the effect size is positive, the outcome increases. If the effect size is negative, the outcome decreases.

Adjusted effect sizes are used to calculate the benefits from our benefit cost model. WSIPP may adjust effect sizes based on methodological characteristics of the study. For example, we may adjust effect sizes when a study has a weak research design or when the program developer is involved in the research. The magnitude of these adjustments varies depending on the topic area.

WSIPP may also adjust the second ES measurement. Research shows the magnitude of some effect sizes decrease over time. For those effect sizes, we estimate outcome-based adjustments which we apply between the first time ES is estimated and the second time ES is estimated. We also report the unadjusted effect size to show the effect sizes before any adjustments have been made. More details about these adjustments can be found in our [Technical Documentation](#).

Citations Used in the Meta-Analysis

Abe, Y., Thomas, V., Sinicrope, C., & Gee, K.A. (2012). *Effects of the Pacific CHILD professional development program*. (NCEE 2013–4002). Washington, DC: National Center for Education Evaluation and Regional Assistance.

Borman, K.M., Cotner, B.A., Lee, R.S., Boydston, T.L., & Lanehart, R. (2009). *Improving elementary science instruction and student achievement: The impact of a professional development program*. Paper presented at the Second Annual Conference of the Society for Research on Educational Effectiveness, Crystal City, VA.

Borman, G.D., Gamoran, A., & Bowdon, J. (2008). A randomized trial of teacher development in elementary science: First-year achievement effects. *Journal of Research on Educational Effectiveness*, 1(4), 237-264.

Carpenter, T.P., Fennema, E., Peterson, P.L., Chiang, C.P., & Loef, M. (1989). Using knowledge of children's mathematics thinking in classroom teaching: An experimental study. *American Educational Research Journal*, 26(4), 499-531.

Foster, J.M., Toma, E.F., & Troske, S.P. (2013). Does teacher professional development improve math and science outcomes and is it cost effective? *Journal of Education Finance*, 38(3), 255-275.

Garet, M.S., Cronen, S., Eaton, M., Kurki, A., Ludwig, M., Jones, W., . . . Silverberg, M. (2008). *The impact of two professional development interventions on early reading instruction and achievement*. Washington, DC: National Center for Education Evaluation and Regional Assistance.

Garet, M.S., Wayne, A. J., Stancavage, F., Taylor, J., Walters, K., Song, M., . . . Warner, E. (2010). *Middle school mathematics professional development impact study: Findings after the first year of implementation*. Washington, DC: National Center for Education Evaluation and Regional Assistance.

Heller, J.I., Daehler, K.R., Wong, N., Shinohara, M., & Miratrix, L. W. (2012). Differential effects of three professional development models on teacher knowledge and student achievement in elementary science. *Journal of Research in Science Teaching*, 49(3), 333-362.

Johnson, C.C., Kahle, J.B., & Fargo, J.D. (2007). A study of the effect of sustained, whole-school professional development on student achievement in science. *Journal of Research in Science Teaching*, 44(6), 775-786.

McCutchen, D., Abbott, R.D., Green, L.B., Beretvas, S.N., Cox, S., Potter, N.S., . . . Gray, A.L. (2002). Beginning literacy: Links among teacher knowledge, teacher practice, and student learning. *Journal of Learning Disabilities*, 35(1), 69-86.

Santagata, R., Kersting, N., Givvin, K. B., & Stigler, J.W. (2011). Problem implementation as a lever for change: An experimental study of the effects of a professional development program on students' mathematics learning. *Journal of Research on Educational Effectiveness*, 4(1), 1-24.

Saxe, G., Gearhart, M., & Nasir, N. (2001). Enhancing students' understanding of mathematics: A study of three contrasting approaches to professional support. *Journal of Mathematics Teacher Education*, 4(1), 55-79.

For further information, contact:
(360) 664-9800, Institute@wsipp.wa.gov

Printed on 12-19-2016



Washington State Institute for Public Policy

The Washington State Legislature created the Washington State Institute for Public Policy in 1983. A Board of Directors—representing the legislature, the governor, and public universities—governs WSIPP and guides the development of all activities. WSIPP's mission is to carry out practical research, at legislative direction, on issues of importance to Washington State.